**Lesson 11**

Essential question: How do we develop global curricula?

Laura will ask students if there are any announcements. She will then introduce lesson 12 (the online assignment for Thanksgiving week)—showing them where it is on the wiki, the sites, and explaining what they need to do. She will then preview lesson 13 and sign up students for the jigsaw. (15 minutes)

Kyle will re-introduce essential question and review discussion about the Ferrero discussion from last week about what global means. He will then ask students to take out a piece of paper. He will ask students to look at it for a minute. Then he will ask them to write down on it a list of the possible ways in which the paper could be used to demonstrate, illustrate or teach features of the various curriculum areas. Students will have five minutes to write. Then we will discuss. The goal of this is to think about how a particular object can connect out to the various subject matters and to the world itself. After we discuss, Kyle will talk about David Jardine’s article “To Dwell with a Boundless Heart,” and share quote. (25 minutes)

Laura will tell students that we originally had thought they had read Tracy Kidder’s book about Paul Farmer, *Mountains Beyond Mountains*, and that we could discuss it in class (show students copy of book and encourage them to read it). Instead, we will just look at a clip of him speaking. Show students Farmer’s Wikipedia page to give them a sense of his work: <http://en.wikipedia.org/wiki/Paul_Farmer#cite_note-2>. Then show the clip. Before showing, tell students that he will be talking about health care, but they should look for the similarities to education. Show video (start at 1:18) and discuss with students the similarities they see, and what “systems thinking” will look like in education. Video link: <http://www.youtube.com/watch?v=ukRjaQwGM3E>. (25 minutes)

Kyle will return students to their lesson planning groups. On the back of their lesson plan, I would like each group to think about one way they could link or adapt their lesson so as to raise with their students issues of global social justice. Remind them that “systems thinking” means we always need to be aware of how these connections can be made, in *any* lesson. (10 minutes)

Laura will hand out feedback sheet. Each group will have 5 minutes to present their lesson. Then the other group will have 5 minutes to give feedback based on the feedback sheet. Laura will keep time and we ask that each group use all of the time allotted to it. (25 minutes)

Kyle will ask one person in each group to type up a paragraph describing their lesson, and to post it on the wiki.

Workshop. Take any questions on student questionnaire. Remind students to include rubric. Introduce curriculum resource assignment. Remind students that creed is due on December 1.

Essential Question: How do we develop global curricula?

While a blank piece of paper lends itself to curriculum matters that are proximal to it (e.g. writing, drawing, questions of how it is made), pulling out this piece of paper tugs at the whole fabric of things, without exception. Paradoxically put, then, every object is a unique center around which all others can be gathered; at the same time, that very object rests on the periphery of all others, proximal to some, distant to others . . . The name for this paradoxical, interweaving indebtedness is the Earth.

David Jardine, *To Dwell with a Boundless Heart* (1990)

TE 352: Feedback Questions

Lesson Swap

**REMEMBER**: *The goal is to engage the presenting team in conversation. Every lesson can be made better. We are not criticizing. We are exploring possibilities that may or may not be better than what is first presented.*

Does the teaching goal ask students to connect what they are learning to the real world (i.e. does it encourage systems thinking)? What changes could be made to make the connections more real and more apparent?

What language is targeted for direct instruction in the lesson? Are the academic (CALP) concepts central to the discipline? Is conversational (BICS) language targeted that helps ELLs better communicate their ideas? What improvements and/or suggestions can you make?

Does the lesson avoid falling into curricular dualism traps? Is the lesson unbalanced in any of the areas Ferrero talks about?

Is this a global lesson? If so, how so? How might it be made more global?

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